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Instruction at three levels is outlined in this public school adult basic education curriculum guide. Development of reading, writing, oral communication, and arithmetic is stressed at Level I (grades 1-3). Mathematics, reading (with attention to phonics and word structure), and English are enlarged upon in Level II (grades 4-6). Level III (grades 7 and 8), which covers language arts, reading for pleasure and information, social studies, general science, and mathematical concepts and skills, is intended to improve and extend education and social skills. Suggestions are set forth on counseling, adult teaching, testing and placement, scheduling, lesson planning, program evaluation, and professional reading. Memphis and Shelby County, Tennessee, curriculum materials for 1966-67 are indicated for each level. (ly)

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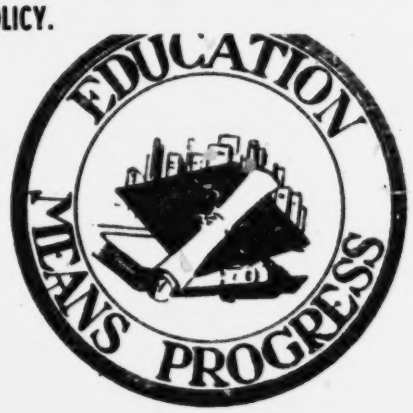

Adult

Basic

Education

Program

CURRICULUM GUIDE

AD003776

Memphis City Schools
and
Shelby County Schools
Memphis, Tennessee

Board of Education
Memphis City Schools
2597 Avery Avenue
Memphis, Tennessee 38112

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INTRODUCTION

The 1960 census reveals that there are 100,000 people in Memphis and Shelby County, Tennessee with less than an eighth grade education. This figure represents approximately one tenth of the population of the area. It is estimated that 8,000 of this group will enroll in the Adult Basic Education Program during 1967.

There are many problems which confront a person who has less than a functional education. Many of these people are on welfare rolls while responsible jobs go begging for qualified people to fill them.

The primary objective of the majority of the adults attending the Memphis-Shelby County Adult Basic Education Program is to earn a high school diploma. However, enough flexibility is maintained to meet the needs of all.

The purpose of this guide is:

(1) To aid in evaluating our present program.
(2) To provide a curriculum guide.
(3) To make suggestions to new teachers.
(4) To provide information for future improvements and evaluation.

The Memphis-Shelby County Adult Basic Education Program is based on the objectives of the Tennessee State Department of Education, in cooperation with Title II-B, Adult Basic Education Economic Opportunity Act of 1964, and emphasizes that the principles of human values and competent leadership must be practiced if every adult is to have an opportunity to live a full life, satisfying to himself and useful to his community.

HUMAN VALUES

We believe that every person is a person of worth, and is entitled to the opportunity of establishing that worth and developing his maximum individual capabilities.

COMPETENT LEADERSHIP

We believe that to secure this goal, society should provide the under-educated adult with trained instructors to achieve these ends:

(1) To develop faith in himself as a person of worth and dignity.
(2) To learn the larger responsibilities accompanying his rights as a citizen.
(3) To acquire those fundamental skills basic to effective living as a worker, as a family member, and as a contributing member of the national and world community.

On these basic beliefs are grounded the objectives and practices of the Memphis-Shelby County Adult Basic Education Program.

Blake Welch, Supervisor
Adult Education

GOALS OF THE PROGRAM

PURPOSE

It is the purpose of the Adult Basic Education Program of Memphis and Shelby County to provide programs of instruction for all individuals who have attained age eighteen years or older. Beginning with the basic skills of reading, writing and arithmetic and continuing to the educational level commensurate with individual capability, instruction is intended to help eliminate many of the inabilities characteristic of the under-educated adult and to provide the opportunity of obtaining a high school education.

The Memphis-Shelby County Adult Basic Education Program is dedicated to helping every individual attain his specific goals in life.

OBJECTIVES

The Program shall be so designed as to:

1. Offer the adult with little or no schooling the opportunity to initiate or continue his education through high school.

2. Provide understanding of the responsibilities which accompany his rights as a citizen.

3. Enable the adult to develop the necessary skills of communication-listening, speaking, reading and writing, and mathematics.

4. Provide the learner the opportunity of acquiring the essentials of health, science, and social studies that will enable him to better understand and join in the life of his community and his nation.

5. Relate these learnings to the world of work.

6. Develop the confidence of each adult in his own ability to learn.

7. Furnish the learner with a constant series of successful learning experiences to adjust his attitudes.

8. Develop the basic skills with continual relevance to their usefulness and meaning in the life of each learner.

9. Seek the maximum development in the minimum amount of time.

CURRICULUM GUIDE

A program of basic education must give adults the best possible foundation for continued learning and better living. Therefore, the teacher should select objectives and organize instruction so that every teaching hour will provide the most educational value for adult students.

The chart below suggests a basic curriculum which is divided into three sections, two of which provide for the teaching of selected skills and the other for the accumulation of selected knowledge.

A Curriculum Chart For Adult Basic Education

	SKILLS		KNOWLEDGE
Reading Levels 8 7	Language Arts	Arithmetic	Subjects
6	For Adults	skills and	and topics
Reading Levels 5 4	The Skills of	their use	which are
Reading Levels 3 2 1	Reading - Writing Spelling - Speaking	in adult life	important for adults to learn

This chart illustrates the fact that at the lowest level the greatest amount of class time should be spent on the language arts skills. It also shows this time allotment progressively diminishing as the student gains in the reading skills. However, the development of the skills of reading and writing remains an integral part of the curriculum through all stages of the basic education program.

National Association for Public School Adult Education,
1201 Sixteenth Street, N.W., Washington, D.C. 20036

LEVEL I

The major emphasis of the curriculum on this level will be the development of reading, writing, oral communication, and arithmetic. Carefully planned grouping will provide for individual differences.

READING SKILLS

Recognizing letter names and sounds—initial, middle, final

Becoming familiar with noun and verb endings —ing, ly, etc.

Introduction to the rules of syllabication

Understanding short and long sounds of vowels

Using basic dictionary skills; alphabetizing, guide words, etc.

Developing ability to recognize and understand new words.

Increasing, constantly, reading speed and comprehension

Adding new words daily to reading, speaking, writing and listening vocabularies

WRITING SKILLS

Practice in motor coordination as needed

Practice through the manuscript form of the alphabet

Transition to cursive writing

The writing should be made meaningful by introducing students as early as possible to filling out application forms, writing letters, and describing experiences. The teacher can design forms, using as models employment applications, Social Security forms, driver's license application, medical forms, and the like.

ARITHMETIC SKILLS

Writing number symbols—1 to 10

Understanding the rational number system and simple concepts

Learning mathematical vocabulary—add, subtract, multiply, divide, less, more, etc.

One hundred addition and subtraction facts

Learning the processes of addition and subtraction

Learning the beginning processes of multiplication and division

Mental arithmetic problems involving dollars and cents for shopping purposes

Functional mathematical understandings
- location of places by number
- distance
- speed
- time
- volume
- size
- fractional concepts—½ hour, ¾ mile, ½ lb.
- time-and-a-half overtime
- per cent as it applies to buying on time
- clothing, half price, ¼ off
- taxes
- insurance

GENERAL KNOWLEDGE

To help the student become a more active responsible citizen, a more knowledgeable consumer and a better parent

Voting information:
- Registration requirements
- Voter responsibilities
- Primary elections
- Terms of office for public officials

Structure of government:
- Local
- State
- National

Tax Information:
- Income
- Property
- Sales taxes
- Responsibility of tax payer

Current concerns:
- Automation
- Civil rights
- Urban renewal projects

Money management:
- Budgeting
  - rent
  - food
  - clothing
  - savings
  - health
  - education

Installment buyings:
- Interest
- Service charges
- Time payments

Child and family care:
- Nutrition needs of family
- Clothing and leisure time needs of children
- Importance of the family unit
- Relations between parent, child, and school

LEVEL II

The needs of the individual adult learner vary at this level.

The older student, who has become acquainted with the primary skills of reading and arithmetic, may be content to continue at a slow pace to further his lifetime desire of being able to read the Bible and the newspaper and experiencing success.

The younger adult, who perhaps has had a better opportunity to attend school in his early years, has visions of a high school diploma as his goal. He is anxious to advance as quickly as possible and proceed to the next level.

The alert teacher will recognize these differences and be ever watchful not to discourage the one or fail to challenge the other. The task requires individual attention and skillful grouping.

READING

1. Word Recognition Skills

Phonics

- Recognizing consonant sounds
- Understanding long and short vowels
- Recognizing silent letters
- Understanding that letters may have more than one sound

Word Structure

- Recognizing root words
- Understanding suffix endings as s, ed, and ing
- Understanding common prefixes and their meanings
- Recognizing compound words

2. Comprehension Skills
   - Finding the main idea
   - Reading for information
   - Interpreting the main idea
   - Distinguishing facts
   - Following directions
   - Recognize implied meanings
3. Vocabulary Skills
   - Building sight vocabulary
   - Recognizing synonyms
   - Recognizing antonyms
   - Distinguishing and spelling homonyms
4. Functional Reading Skills
   - Reading for information
   - Reading for newspaper comprehension
   - Reading to distinguish directions

MATHEMATICS

1. Writing and Reading Number Symbols to One Hundred Thousand
2. Addition and Subtraction
   - Adding and subtracting tens, hundreds, and thousands
   - Adding and subtracting dollars and cents
3. Multiplication
   - Basic facts
   - Multiplying one, two, and three place numbers by one and two place multipliers
   - Multiplying dollars and cents by one and two place multipliers
4. Division
   - Basic facts
   - Division of one, two, and three place dividends by one and two place divisors
5. Fractions
   - Reducing fractions to lowest terms
   - Understanding proper and improper fractions and mixed numbers
   - Addition and subtraction of fractions
   - Addition and subtraction of mixed numbers
   - Simple multiplication of fractions
   - Simple multiplication of a whole number and a mixed number
6. Measures
   - Explanation of feet, inches, yards; pints, quarts, gallons; minutes, seconds, hours; ounces, pounds, ton
   - Knowledge of how to change large units of measure to smaller units
   - Knowledge of how to change small units of measure to larger units
7. Decimals
   - Reading and writing of simple decimals (.1 and .01)
   - Explanation of decimals and money system
   - Changing common fractions to decimals
8. Functional Mathematics
   - Computing gasoline mileage
   - Installment buying
   - Budgeting
   - Values in purchasing

ENGLISH

1. Enunciation and Pronunciation
   - Speak each word clearly and distinctly, sounding initial and final consonants
   - Enunciate clearly using lips, teeth, and tongue
   - Avoid common errors in pronunciation
   - Learn to use pronunciation aids in dictionary, such as syllabication, accent marks, and diacritical marks
2. Punctuation
   - Use of period, question mark, and exclamation mark
   - Use of comma, apostrophe, and quotation marks
3. Capitalization
   - Proper names
   - Titles
   - Buildings
   - Names of organizations
   - Proper adjectives; certain regions of the country
4. Writing Skills
   - Write a complete sentence
   - Compose an original paragraph
   - Write a friendly letter
   - Write a business letter
5. Grammar
   - Identify nouns—both common and proper
   - Identify verbs
   - Know the function of subject and predicate
   - Agreement of subject and predicate
   - Understand how to use and spell possessive nouns and pronouns

LEVEL III

Level III of the Adult Basic Education Program is intended to improve and extend educational and social skills developed in Level II. The advanced instruction of this level is geared to preparing adult learners for the G.E.D. Test, which is the common goal of the large majority of participants in the program. The five main areas included in this preparation are:

1. Reading
2. Language Arts
3. Mathematics
4. Social Studies
5. Science

These same areas are emphasized in the beginning Level III instructional program but at a less advanced stage. To create opportunities for working in a large group and to create a sense of belonging, many activities and experiences should be provided for group projects. Because of the varied abiilty levels of the students, grouping will be necessary for much of the instructional program intended to help develop specific skills. However, these activities can be productive opportunities for helping to develop leadership and growth in social relationships.

Because of the limited class time in Level III, the instructor will probably find it imperative to formulate a time schedule for the different subject areas with regard to class meetings. This will prove most effective if it is the outcome of a student-teacher planning session. If the students feel that they have had a part in constructing their own study schedule, they will, undoubtedly, come better prepared for class participation.

One class set up the following schedule:

Every class meeting would include reading, language arts and arithmetic.

The first meeting night of each week—spelling in addition to the above.

The second meeting night of each week, alternately—American History or science in addition to the three basics listed above.

It is understood, however, that this will be a flexible program. If a particular need should arise within the group, the plan of study would be alternated to work with the problem at hand or to finish a previously begun project.

THE READING PROGRAM

It cannot be stressed too strongly at this level that **reading** and **more reading** is the key to reaching whatever goals the adult learner may have, as well as providing enrichment in his way of life.

The basic reading program as contained in the S.R.A. Reading Laboratory, the adopted material for use in the Program, provides for continuing growth in comprehension, word recognition, phonetic analysis, structural analysis and vocabulary building. The adult learner is permitted to progress at his own speed and ability level and at the same time gain self con-

fidence by experiencing success in reading.

Enrichment reading material is provided by "News For You", a weekly publication, and the educational issue of **Reader's Digest**. Many opportunities for teaching reading skills, social concepts and attitudes are presented by these materials, and the instructor will often find it practicable to build an evening's study schedule around some particular item of interest to the students presented in these issues. Effective learning is usually insured if the information to be learned is identified with students' interests or problems.

The adult learner at this level should be instructed and encouraged in the following areas:

1. Learning to use many sources to locate information
   - table of contents
   - title page
   - index or appendix
   - glossary
   - dictionary
   - encyclopedia and Roget's Thesaurus
   - reference books
   - charts, graphs, maps, globes
   - footnotes and bibliographies

2. Reading for information:
   - to locate specific facts
   - to solve problems
   - to answer specific questions
   - to find more than one view on the same subject by reading different authors

3. Recreational reading
   - for enjoyment
   - for getting acquainted with our literary heritage
   - for getting acquainted with famous men and women in our history

LANGUAGE ARTS

Several skills should be taught at once. The language skills are closely related, and each reinforces the other. Reading is helped by writing which, in turn, is improved by spelling. Speaking and spelling help the student to remember phonic elements of words. The teacher should provide opportunities for students to pronounce new words, use them in sentences, both orally and written, and spell them. Activities should be interesting, varied, and **not too long.**

The adopted workbooks for Level III can be effectively used to fulfill the requirements of the following guidelines:

1. Speech Skills
   - Voice: improving pitch, tone quality, inflection
   - Enunciation and pronunciation: Pronunciation aids in dictionary—words that have more than one pronunciation—correction of pronunciation errors, such as dropping ending syllables or letters

2. Writing Skills
   - Capitalization—review skills from Level II
   - Punctuation: review skills
     - Comma: with an appositive; after an introductory adverbial clause; set off particpal phrase
     - Apostrophe
   - Improving handwriting

3. Vocabulary Skills
   - Systematic plan for learning new words
   - Choose forceful verbs and vivid adjectives
   - Develop skill in building words through use of root, prefix, and suffix
   - Develop exactness in speaking and writing
   - Use skillfully all dictionary aids for more accurate and effective language

4. Sentence Sense
   - Review four kinds of sentences: statement, question, command and exclamation
   - Distinguish between complete sentences and sentence fragments
   - Review simple and complete subject and predicate, as well as compound subjects and predicates
   - Reteach the object of a verb in action and the object of a preposition
   - Vary sentence beginnings by inverting order of subject and predicate, or by opening with prepositional phrase or adverb
   - Teach compound sentences and independent and dependent clauses
   - Vary sentences by use of compound structure in original writings
   - Review techniques of paragraph construction: in reading, recognize instantly the key thought or topic of a paragraph in writing, build each paragraph around a key thought

5. Grammar
   - Review: functions and names of parts of speech—agreement of subject and predicate—word and phrase modifers
   - Predicate noun or pronoun and predicate adjectives
   - Auxiliary verbs and troublesome verbs, with application to correction of useage errors
   - Principal parts of verbs and the six tenses
   - Direct and indirect objects
   - Adjectives and adverbial phrases; the functions of prepositional phrases as modifers

Pronouns: case; agreement with noun antecedent
Conjunctions: coordinating and subordinating
Compound and complex sentences: coordinate clauses
Use of noun, adjective, and adverbial clauses
Use of diagramming to demonstrate functions of sentence parts

MATHEMATICAL CONCEPTS AND SKILLS

The teacher of adults must have sufficient knowledge of basic mathematics to extend and develop the previously learned skills and concepts which the adult learner brings to Level III. In most cases, there will be needed a period of review to determine the level of understanding and correctness of concept with regard to the four basic operations on numbers. Mathematical problems related to practical experiences will provide the teacher with many insights as to the need for any remedial work and will serve to make the adults' total learning experiences more meaningful.

The teacher is encouraged to be creative and resourceful in identifying ways of making mathematics functional for adults. For instance, the step-by-step procedure of opening a bank account, filling out the necessary forms, and writing checks should be a part of every student's classroom experience. Installment buying is another area which can be effectively used in developing computational concepts and skills. Carrying charge, rate of interest, and per cent of increase and decrease are a few of the focal points.

The instructor of adults will very likely discover a wide range of abilities in mathematical skills, many adults having learned and more nearly perfected those specific requirements necessary for maintaining their employment. Grouping will prove most valuable at this level in the Adult Basic Education Program. It is suggested that intensive review and reteaching, if necessary, of whole numbers and fractions, both common and decimal, be the first obligation of the teacher. Usually groups will identify themselves through these experiences. The teacher may then proceed at the appropriate curriculum topic in the following outline:

1. Review and expand previously learned processes

2. Decimals and their use
   meaning of decimals
   reading and writing decimals
   decimals and common fractions
   comparing decimals
   addition and subtraction
   multiplication
   division
   rounding off remainders in quotients

3. Per cent—The three cases and their use
   meaning of per cent
   changing fractions to per cents
   fractions, decimals and per cents
   per cents larger than 100%
   per cents smaller than 1%
   commission
   per cent of increase or decrease
   simple interest
   compound interest
   how to find the per cent of a number
   finding a number from its per cent
   finding what per cent one number is of another

4. Measurement
   using common measures: addition, subtraction, multiplication and division
   formulas
   rectangle: perimeter, area, volume
   triangles
   circles: circumference and area
   cylinders
   interest
   distance
   graphs: line, bar and circle

5. Simple equations
   solving equations
   collecting terms
   using simple equations to solve problems

6. Ratios and proportions: practical applications

7. Functional Mathematical Understandings—to be developed within the aforementioned outline whenever and wherever possible. All students should have opportunities to participate in experiences relating to their own particular interests in this field.

   Wise consumer buying
   Credit—its advantages and disadvantages
   How to keep a good credit rating
   Budgeting
   Investments

SOCIAL STUDIES

One of the main objectives of this area of study is citizenship education which is aimed toward acquainting the adult citizens with the heritage of our democratic way of life, helping them appreciate and understand their rights and the rights of others, and encouraging them to assume responsibilities and obligations as citizens of the local community, the state, the nation and the world.

To help meet this objective, available materials for reading and discussion should focus on the following:

1. Important historical events in our national life
   - discovery of our country
   - colonization of our country
   - Declaration and War of Independence
   - the Constitution
   - the War Between the States
   - the development of the West
   - World Wars I and II
   - the place of the United States in the modern world

2. Principles upon which our democracy was founded
   - Constitution and Bill of Rights
   - Preamble of the Constitution
   - government of, by, and for the people
   - the right of individuals to choose their leaders

3. Government in action—local, state and national
   - the community as a social, economic, and political unit
   - state governmental organization
   - national governmental services

4. Privileges and responsibilities of citizens

   Sharing the responsibility of our government through: interest in local, state, and national issues
   - familiarity with duties and qualifications of public officials
   - voting in all elections
   - availability for jury duty, with knowledge of requirements
   - pride in home and neighborhood

   Privileges:
   - freedom of religion
   - freedom of speech
   - freedom of assembly
   - freedom of the press
   - public education
   - obtaining driver's license
   - serving in Armed Forces
   - welfare benefits
   - Social Security

   Participation in government:
   - labor groups
   - civic groups
   - PTA and schol organizations

   World responsibilities
   - To understand our relationship with other peoples of the world
   - To understand the responsibility of the United Nations to help keep peace
   - To understand the ways in which world conditions affect the local community

SCIENCE

Especially important to the student of science are experiences that teach the value of (1) planning before acting, (2) suspending judgment pending further evidence, and (3) holding conclusions subject to revision.

Science education should develop knowledge of scientific facts, terms, and principles, that will aid in reading, writing, and solving problems. The adult student may have developed many erroneous scientific understandings which will be a challenge to the teachers. Through a careful selection of a continuous series of related science experiences, the correct knowledge can be best developed.

Although the workbook used in the ABE Program is primarily a general survey, it is set up to encourage self-direction in study, and it reveals some basic science generalizations, suggests experiments and experiences to explain and test these generalizations, and leads the student to other sources of information. It is so arranged that units do not necessarily have to follow one another, but can be selected at the discretion of the teacher. The use of all the units, however, will provide a well-rounded science sequence. It is hoped that the teacher will provide a great variety of other experiences such as demonstrations, discussions, displays, and films to strengthen the program.

Through this study of general science, many of the adult students may discover new interests for their leisure time, learn to appreciate the discipline required to work in the field of science and research, and to better understand some of the general advances in technology in our rapidly changing world.

The areas of science for survey and development in Level III are:

1. Plants and Animals in Many Places
2. A Healthful Environment
3. Magnets and Electromagnets
4. The Solar System
5. The Movements of the Earth
6. Space Travel
7. Rocks and Minerals
8. Elements, Compounds, and Mixtures
9. Solids, Liquids, and Gases
10. Green Plant Factories
11. Plants that are not Green
12. Planting a Garden

SECTION IV

COUNSELING

Although the Adult Basic Education teacher is seldom trained for the specific job of guidance counselor, he must nevertheless give guidance and counseling to his students. They belong to a group which usually needs this service to a great degree.

Points to Remember When Counseling Adult Students

1. Understand the student but don't pity him.

2. The attitude you have toward your student will be contagious. If you respect him, he will feel it. Try to think of the student in his potential. He will strive to measure up to that image you present.

3. Never offer snap solutions to his problems.

4. Let the student make his own choice from possible solutions to his problem. The teacher's role is one of presenting helpful suggestions—not in choosing a course of action.

5. In many cases the teacher-counselor becomes a sounding board upon which the student unloads his problems. This is an important process. Verbalization of the student's difficulty is a forward step toward finding solutions.

6. The teacher-counselor needs to be familiar with the services offered by various agencies in the community so that he may refer those students who need professional help.*

*__A Basic Adult Education Seminar Guide,__ Monroe C. Neff, Ed. D., Follet Publishing Co.

SECTION V

SUGGESTIONS TO NEW TEACHERS

"How shall I teach?" rather than "What shall I teach?" is the question which usually confronts the new Basic Education teacher. As this program is new, each teacher must become a pioneer in discovering effective methods which will make basic elementary subject matter important and meaningful to realistic adults.

Organization is important to good teaching. Perhaps after asking "How shall I teach?" the new teacher asks "How shall I organize my class?"

The following portion of this booklet is devoted to helping the new teacher answer these very pertinent questions.

WHAT THE ADULT LEARNER IS LIKE

1. He is highly motivated to learn and to obtain the fruits of a good education.

2. Because he is usually older, the adult learns more slowly than the young student. He needs repetition in order to retain subject matter.

3. He responds best to meaningful work in school of a realistic nature.

4. He brings with him a wealth of life's experiences from which he can draw.

5. He feels the pressure of time limits. He wishes to move quickly toward his goal.*

*__Psychology of Adults,__ Lorge, McClusky, Jenses, Hallenbeck, Adult Ed. Association, 1963

HOW TEACHERS MEET SUCCESS WITH ADULT STUDENTS

1. Spend the first few days getting to know students. It is very important that each be assigned to the right level.

2. Inform students about regulations—parking, smoking, breaks, etc.

3. Emphasize the importance of regular attendance.

4. Begin on time and end on time.

5. Consider these people to be human. Practice human relations. Remember these people have worked eight hours.

6. Observe students for hearing and vision difficulties.

7. Plan goals with the group. Help them verbalize what they hope to accomplish by attending school.

8. Look for current subjects which might make good teaching materials.

9. First determine objectives—then plan lessons and gather materials to fulfill objectives.

10. Allow students to help one another whenever possible.

11. Be prepared—staying one step ahead of the student does not work in adult education.

12. Isolate as little as possible.

13. There is no place for sarcasm. These people will thrive on praise.

14. Allow the student to work on his present performance level. Unless he experiences success, he will drop out.

15. Be active in professional organizations which offer new knowledge in the field of Adult Education.

SAMPLE SCHEDULE LEVEL I

6:30 - 6:35	Organization - roll call
6:35 - 6:45	Phonics - spelling
6:45 - 7:30	Reading groups accompanied by written seatwork
7:30 - 740	Break
7:40 - 7:50	Penmanship
7:50 - 8:10	English
8:10 - 8:40	Arithmetic
8:40 - 9:00	Special units - Social Studies using newspaper or text, **"My Country"**

SAMPLE SCHEDULE LEVEL II

6:30 - 7:00	Spelling, Phonics, Dictionary Study
7:00 - 8:00	SRA Booklets, Arithmetic, (Teacher works with individuals on arithmetic while group uses SRA Booklets)
8:00 - 8:15	Break
8:15 - 9:00	English - Penmanship

SAMPLE SCHEDULE LEVEL III

6:30 - 6:35	Organization - roll call
6:35 - 7:00	Spelling
7:00 - 7:30	SRA Reading Lab. or Reader's Digest
7:30 - 7:40	Break
7:40 - 8:00	English
8:00 - 8:20	Science or History
8:20 - 9:00	Arithmetic

TESTING AND PLACEMENT OF NEW STUDENTS

A very simple and yet effective method of testing basic education students for placement is now being used by Memphis and Shelby County teachers.

Test Part 1

Each student is asked to write several sentences telling why he has enrolled in the Adult Basic Education Program. This portion of the test will indicate the student's knowledge of English grammar, punctuation, spelling and sentence structure.

Test Part 2

The student is asked to read paragraphs from the adopted reading texts in order to find his appropriate performance level in this subject.

Test Part 3

The following arithmetic test is administered to determine student needs in the study of basic essentials of mathematics. Level III students are required to have mastered fractions. Level II students are required to have mastered working with whole numbers through multiplication and division by a one digit number.

ADULT BASIC EDUCATION

ARITHMETIC PLACEMENT TEST

ADDITION:

1. $8 + \square\square = 11$

2. $\begin{array}{r} 83 \\ +35 \\ \hline \end{array}$

3. $\begin{array}{r} 34 \\ +62 \\ \hline \end{array}$

4. $\begin{array}{r} 57 \\ 68 \\ 46 \\ \hline \end{array}$

5. $\begin{array}{r} \$2.52 \\ +1.12 \\ \hline \end{array}$

6. $\begin{array}{r} 195 \\ 237 \\ 288 \\ 413 \\ \hline \end{array}$

7. $\begin{array}{r} 8 \\ 6 \\ 5 \\ 6 \\ \hline \end{array}$

8. $\begin{array}{r} 34 \\ 80 \\ 27 \\ 78 \\ 89 \\ \hline \end{array}$

9. $\begin{array}{r} 2468 \\ 8543 \\ \hline \end{array}$

10. $\begin{array}{r} 474 \\ 593 \\ 788 \\ \hline \end{array}$

11. $56 + 7 =$

12. $193 + 8 =$

SUBTRACTION:

13. $\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$

14. $\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$

15. $\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$

16. $\begin{array}{r} 59 \\ -54 \\ \hline \end{array}$

17. $\begin{array}{r} 120 \\ -58 \\ \hline \end{array}$

18. $\begin{array}{r} 605 \\ -389 \\ \hline \end{array}$

19. $\begin{array}{r} 839 \\ -570 \\ \hline \end{array}$

20. $\begin{array}{r} 961 \\ -854 \\ \hline \end{array}$

21. $\begin{array}{r} \$4.01 \\ 3.58 \\ \hline \end{array}$

22. $\begin{array}{r} 412 \\ 147 \\ \hline \end{array}$

23. $\begin{array}{r} \$9.50 \\ 2.85 \\ \hline \end{array}$

MULTIPLICATION:

24. $\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$

25. $\begin{array}{r} 94 \\ \times 2 \\ \hline \end{array}$

26. $\begin{array}{r} \$.40 \\ \times 3 \\ \hline \end{array}$

27. $\begin{array}{r} 95 \\ \times 4 \\ \hline \end{array}$

28. $\begin{array}{r} 709 \\ \times 5 \\ \hline \end{array}$

29. $\begin{array}{r} 320 \\ \times 23 \\ \hline \end{array}$

30. $\begin{array}{r} 84 \\ 64 \\ \hline \end{array}$

31. $\begin{array}{r} \$3.04 \\ 9 \\ \hline \end{array}$

32. $\begin{array}{r} 470 \\ 7 \\ \hline \end{array}$

33. $\begin{array}{r} 8025 \\ 53 \\ \hline \end{array}$

34. $\begin{array}{r} 963 \\ 207 \\ \hline \end{array}$

DIVISION:

35. $15 \div 5 =$

36. $4\overline{)328}$

37. $5\overline{)160}$

38. $8\overline{)240}$

39. $24\overline{)855}$

Round to the nearest hundred; 40. 11,098

41. 6,532

ADD: 42. $\begin{array}{r} 4/5 \\ 4/5 \\ \hline \end{array}$

43. $\begin{array}{r} 2\ 5/8 \\ 1\ 3/4 \\ \hline \end{array}$

44. $\begin{array}{r} 4\ 1/3 \\ 3\ 1/6 \\ 2\ 1/2 \\ \hline \end{array}$

SUBTRACT: 45. $\begin{array}{r} 9/10 \\ 7/10 \\ \hline \end{array}$ 46. $\begin{array}{r} 1\ 2/5 \\ 3/5 \\ \hline \end{array}$ 47. $\begin{array}{r} 4\ 3/10 \\ 2\ 2/5 \\ \hline \end{array}$

MULTIPLY: 48. $2/7 \times 21 =$ 49. $3 \times 2\ 2/3 =$ 50. $6\ 2/3 \times 3\ 3/4 =$

ADD: 51. $30.2 + 15 + 22.06 =$ **SUBTRACT:** 52. 123.04 from 699.2

MULTIPLY: 53. 4.8 by 1.03 **DIVIDE:** 54. $12.22 \div 47$

55. $.24 \div .8$

56. $42 \div .7$

DIVIDE: 57. $3\ 1/8 \div 5/6 =$ 58. $2/3 \div 8 =$ 59. $4\ 2/5 \div 1\ 1/10 =$

60. Express 1/7 as a decimal to the nearest thousandth.

Fill in the blanks in the following chart:

	Common Fraction	Decimal	Per Cent
61.	1/2	_____	_____
62.	_____	.275	_____
63.	_____	_____	87½ %

64. What number is 80 % of 60?

65. .3 is 25 % of what number?

66. 9 is what per cent of 600?

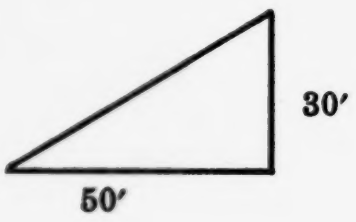
67. If a weekly salary is increased from \$125 to \$150, what is the per cent of increase?

68. What is the interest on a loan of \$1200 at 5 % for 1½ years?

69. The enrollment of a school was 1280 students. There were 720 boys and 560 girls. What was the ratio of girls to boys?

70. Solve for x in the following equation: $4:x = 16:12$

71. Find the area of the triangular region shown here:



72. Find the circumference of a circular flower bed having a diameter of 14 feet.

73. Mr. Brown had 25 cows on his farm. He sold 7 of them. How many cows will Mr. Brown have left?

74. Mr. Green and Mr. White went fishing. Mr. Green caught 15 fish. If Mr. White had caught 6 more fish he would have had as many as Mr. Green. How many fish did Mr. White catch?

75. Jane saved 25 cents each week for 5 weeks. How much did she save?

76. Mary bought 8 boxes of cookies to serve at a party. Each box weighed 6 oz. How many pounds of cookies did she buy?

77. Mr. Adams drove his car from New York to Syracuse, a distance of 275 miles. The time for the trip was 5½ hours. What was his average speed?

KEY

1. 3
2. 118
3. 96
4. 171
5. 364
6. 1133
7. 25
8. 308
9. 11,011
10. 1855
11. 63
12. 201
13. 5
14. 6
15. 4
16. 5
17. 62
18. 216
19. 269
20. 107
21. $.43
22. 265
23. $6.65
24. 27
25. 188
26. $1.20
27. 380
28. [illegible]45
29. [illegible]60
30. 5376
31. $27.36
32. 3290
33. 425,325
34. 199,341
35. 3
36. 82
37. 32
38. 30
39. 35 R15; 35 5/8
40. 11,100
41. 6,500
42. 1 3/5
43. 4 3/8
44. 10
45. 1/5
46. 4/5
47. 1 9/10
48. 6
49. 8
50. 25
51. 67.26
52. 576.16
53. 4.944
54. .26
55. .3
56. 60
57. 3 3/4
58. 1/12
59. 4
60. 0.143
61. .5, 50%
62. 11/40, 27%
63. 7/8, .875
64. 48
65. 1.2
66. 1 1/2%
67. 20%
68. $90
69. 7:9
70. 3
71. 750 sq. ft.
72. 44 ft.
73. 18
74. 9
75. $1.25
76. 3
77. 50 mph

SAMPLE LESSON PLAN – READING LEVEL I

Objectives

To increase student's reading vocabulary and comprehension.
To give practice in recognizing compound words, rhyming words, initial consonant sounds. To encourage neatness in the care of possessions.

Materials

Text book, **Adult Reader,** p. 111-112
Sentence strip
Vocabulary cards

Motivation

Discuss workshops and tools used by students at home.

Presentation of new words

Put up on board with masking tape following sentences about workshops containing new vocabulary.

(teacher says)	(written sentence presented)
One day, Joe asked Mary . . .	**Where** is my **handsaw**?
Mary said	I **found** it on the **bench**.
Then Joe said	Mary, I have a new **vise**.
Mary said	What is a vise?
Joe said	You know, Mary, It will **hold** things.

I'm going to hang all my tools in a special place. My tools are **easily** found.
Distribute vocabulary cards. As each new word is pointed to and pronounced have student raise the card which contains this word.

Checking presentation

Ask students to find each new word in the Word Study as it is called out. Ask which words are compound words, (handsaw, workshop). Circle the little word in hold. (old). Which word rhymes with round? (found) Which word begins like boy? (bench)

Reading to find out

Write these two questions on board and read with students.
Name the tools which Joe Smith keeps in his workshop.
In what two ways does Joe Smith take good care of his tools?
Students are to write answers to these questions in complete sentences after reading the story on p. 111 and filling in blanks on p. 112.

Culmination

Allow students to read aloud answers which they wrote to above questions.

SAMPLE LESSON PLAN – HISTORY LEVEL III

Objectives

Teach understanding of the reasons for various early expeditions by Spanish, French, and English explorers.
Encourage appreciation of virtues, courage and determination which are exemplified by Magellan's around the world voyage.
Make history more meaningful by relating present day happenings to the islands which were visited by early explorers.

Materials

Text, **Our Nation,** Division Two, p. 10-15.
Wall map of United States and world map
Newspaper clippings showing route of hurricane "Inez"
Film Strip, Magellan, Curriculum Film, Inc.

Motivation (Thursday)

Show film strip, **Magellan,** and conduct follow up discussion.

Presentation of subject matter

On large wall map trace route sailed by Magellan and routes sailed by other explorers treated in division two of the text. Assign reading and written exercises, p. 10-15 for next class meeting.

Checking presentation of subject matter (Tuesday)

Ask various students to read aloud answers to questions written at back of chapter. On large map ask for volunteers to trace routes made by explorers.
Show copy of newspaper clipping tracing route of Hurricane Inez. Ask students to recall explorers who visited these islands.

Culmination

Assign oral reports on outside reading to two students which will be heard next class meeting.

Evaluation

Give test, Division 1 and 2, which comes with the text.

REGISTRATION CARD

ADULT BASIC EDUCATION

CENTER _____ CLASS NO. _____

Name _____ Age _____ Sex _____
(Last) (First) (Maiden) (Middle)

Address _____ Telephone _____

Date of Birth _____ Place of Birth _____

Employed By (Firm Name) _____ Your Position _____

Date Registered _____ Level _____ Last Grade Completed _____

School Last Attended _____ Date _____

Address _____ General Health _____
(Street) (City) (State)

Name of Wife ( ) Husband ( ) Parent ( ) _____ Telephone _____

Doctor _____ Hospital _____

Jr. High or High School nearest you _____

Name _____

RECORD OF ATTENDANCE

Level	Teacher	Center	Class No.	Date Entered	Days Present	Progress

Remarks:

MEMPHIS - SHELBY COUNTY MATERIAL 1966-67

LEVEL I

MATH

Working With Numbers,
Edition No. 4
Edition No. 3 (Steck)

READING

My Country (Steck)
Steps to Learning (Steck)
Adult Reader (Steck)
S.R.A. Kit
News For You

WRITING

Imaginary Line Handwriting,
Beginning (Steck)

ENGLISH

Learning and Writing English I
(Steck)
New Phonic Skills, (Merrill)

SPELLING

Drill Cards
Visual Aids

DICTIONARY

LEVEL II

MATH

Basic Essentials of Math
Part I, (Steck)

READING

News For You
How To Read Better
Book No. I
Book No. II (Steck)
S.R.A. Kit

WRITING

Imaginary Line Handwriting,
Advanced (Steck)

ENGLISH

Keys to Good Language No. 4
(Economy Company)

SPELLING

Spelling Growth No. 4
(Economy Company)

DICTIONARY

LEVEL III

MATH

Basic Essentials of Math
Part II (Steck)

READING

News For You
Our Nation (Steck)
Reader's Digest
This Earth Of Ours (Steck)
S.R.A. Kit

WRITING

ENGLISH

Guide Book to Better English,
Level I (Economy Co.)

SPELLING

Spelling Growth No. 8
(Economy Company)

DICTIONARY

EVALUATION

An effective evaluation of the total program is very essential to necessary adjustments. The evaluation consists of:

(1) In-service training for teachers

(2) Workshops with teachers from other areas

(3) Teacher involved material evaluation sessions

(4) General Education Development Test to measure the effectiveness of the program for terminating students

(5) Standardized tests

(6) Teacher-made tests

(7) Follow-up activities

(8) Planning sessions involving students

(9) Memphis State University student research groups

The Memphis-Shelby County Program is continually evaluating its achievements as they relate to the total effectiveness of the program.

SUGGESTED PROFESSIONAL READING LIST

1. Adult Education Association. "Guideposts for Adult Instruction," **Adult Education Theory and Method: Adult Learning IV** (April, 1965), pp. 13-21.
2. Adult Education Association. "Basic Determinants of Process," **A Conceptual Scheme for the Identification and Classification of Processes,** (February, 1962), pp. 7-12.
3. Adult Education Association. "Factors Affecting Attendance in a Junior College Adult Program," **Adult Education Theory and Method: Participants in Adult Education** VI (April, 1965), pp. 17-23.
4. Adult Education Association. "Increasing Adult Reading Speed," **Adult Education Theory and Method: Processes of Adult Education V** (April, 1965), pp. 19-25.
5. Adult Education Association. "The Adult Learner," **Adult Education Theory and Method: Psychology of Adults.** (May, 1963) pp. 1-9.
6. Greer, F. S., **Adult Basic Curiculum,** Washington: U. S. Department of Health and Welfare. pp. 124-201.
7. Hand, S. E., "A Review of Physiological and Psychological Changes in Aging and Their Implications For Teachers of Adults," **Adult Education.** (July, 1965) Tallahassee: Florida State Department of Education
8. Hardwich, C. T., et. al., Research Report on Basic Education Program. Detroit: University of Detroit, 1965. pp. 23-54.
9. Hastings, W. H., "Improving Reading of Industrial Workers," **Journal of Reading,** 9: 253-5. March, 1964.
10. Knowles, M. S., **Handbook of Adult Education,** Chicago: Adult Education Association of the U.S.A., 1960. pp. 65-79.
11. Lanning/Many, **Basic Education for the Disadvantaged,** Boston, Houghton Mifflin, 1966. pp. 193-306.
12. NAPSAE, **A Guide for Teacher-Trainers in ABE,** Chapter III, pp. 4-13.
13. NAPSAE, **Teaching Reading to Adults,** 1962.
14. NAPSAE, **When You're Teaching Adults,** 1959.
15. NAPSAE, **How Adults Can Learn More—Faster,** 1962.
16. NCTE, **Language Programs For The Disadvantaged,** NCTE 1965, pp. 141-166.
17. Rosner, S. L. and Schatz, A., **"Programs For Adult Non-Readers,"** Journal of Reading 9: 223-31.
18. Smith, Edwin H., "Specific Techniques For Teaching Reading," **Adult Education** (October, 1965), Tallahassee: Florida State, Department of Education
19. Smith, Edwin H., "Techniques For Teaching Remedial Cases," **Adult Education** (May, 1966) Tallahassee: Florida State Department of Education.

ERIC Clearinghouse

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on Adult Education